

College Oral Communication 3

LANE 211

Answer Key

Chapter 1: How Did Movies Get Started?

Activity 1: Reflecting on note-taking, page 2

1. Why do you think it's necessary to take notes during lectures?

- o Instructors lecture to give students information about the content of the course and to give information about assignments such as tests and reports.
- o Students take notes to have information to use on tests and other assignments.
- o Students also take notes to be sure they understand the details of course assignments such as when a test will be given and the kinds of questions that will be on the test.

Activity 3: Analyzing effective note-taking strategies & Activity 4: Filling in missing information, pages 3-4

Suggested note-taking strategies

Reasons why these strategies could be helpful

Include name, date, and lecture topic at top of page

To be able to go back after several weeks to find information; to borrow and lend notes to classmates more easily; to maintain chronological order in case you are absent; you will know the general idea of the topic; helps you to organize; helps you to find it later; represents lecture's content; helps you remember data

Sit near the instructor

To hear and see better and to focus more effectively; listen more; impresses the instructor

Read related textbook material before lecture

To prepare yourself for the topic; to see new words that you will probably hear; to be ready to ask questions that are unanswered in the lecture; learn more about

the topic

Record all important words

To make sure that you understand the words that will probably be used again and again; these words are most likely related to the content

Separate general ideas from specific ideas

-by indenting examples

-by indenting details

To see the “big picture” as well as the details; to memorize the information more easily; you can fit more information on a page

Leave white space

To add information later; to add personal examples or other information from reading

Use abbreviations and symbols

To write down as much information as possible--quickly

Do not sit near the door, window, or talkative students

To avoid being distracted by outside noise and events

Do not write every word

To save time

Revise your notes shortly after class to make them clearer

To help you remember the information better; to give you immediate opportunity to ask questions if necessary; you can start to learn immediately

Activity 5: Using context to learn word meanings, page 4

1. h 2. b 3. c 4. k 5. i 6. a 7. j 8. d 9. g 10. e

Activity 6: Learning the pronunciation of new words, page 6

1. patent [2-1] 2. accompany [4-2] 3. advance [2-2] 4. initial [3-2] 5. envision [3-2]
6. simultaneous [5-3] 7. makeshift [2-1] 8. acquire [2-2]

Activity 8: Recognizing signal time words, page 8

Additional words/expressions that signal time underlined in reading.

2nd paragraph=in 1891, available three years later

3rd paragraph=in 1895, within weeks of their Christmastime showing, On April 23, 1896

Activity 9: Understanding words that signal time, pages 8-9

1. True in 1894 (EXAMPLE)
2. True before
3. False prior to 1891
4. True Until

5. False latter

6. True by May 1896, finally

Activity 10: Predicting what your instructor will say, page 9

Sample names, words, and ideas to be included

Names

Words/Ideas

Edison

Lumiere brothers

Thomas Armat

Black Maria

patent

kinetoscope

kinetograph

device

motion picture

inventions

cinematographe

Vitascope

Activity 11: Listening for the organization in a lecture, page 10

Main Idea of Section

Words that Signal Time

Part 1

inventor / inventions

to start

end of 19th century

Part 2

Monopolization of the film industry

Beginning of 20th century

Part 3

Reasons why movie producers moved to California

Finally...‘

first couple of decades of the 20th century.

Activity 12: Part 1: Taking notes from the lecture, page 10

Questions to Consider:

1. use of indenting for details, white space, important words, abbreviations and symbols
2. details are moved over to the right under the main ideas
3. answers will vary

Activity 13: Part 2: Taking notes to get information from the lecture, page 12

A lecture outline is provided in Chapter 1 but not in subsequent chapters. Student notes will vary.

- Monopolization of the film industry—beginning of 20th century
(like other monopolies—car and oil)
 - o Formation of MPPC
 - # Dec. 1908 Edison & 9 other producers
 - o MPPC rules
 - # Keep movies short
 - # Don't give actors credit
 - # Distribute movies to those who use patented film & equipment
 - George Eastman of Kodak film only sold his film to MPPC producers
 - # Control the ticket price
 - Studios who didn't follow rules—interrupted and/or shut down by MPPC
 - # Effects of monopoly on movie industry; many producers didn't want to follow all the MPPCs rules
 - # Reasons independents fled to CA
 - # get away from the MPPC on east coast
 - # go across border to Mexico to avoid lawsuits
 - # Other reasons for move out west
 - # good weather (natural light)

cheap land

different types of locations (ocean, desert, mountains)

large labor market (immigrants to the west)

Other important events in Hollywood in early 20th century

1-1911 # 1st studio on Sunset Boulevard in Hollywood

15-1912 # studios in the area

- 1915 # Paramount, Fox, and Universal file antitrust suit against MPPC; it loses power

Invention of TV

Activity 14: Making a graphic organizer, page 13

Time

Important Events

Significant people

1891

Edison patents the Kinetoscope

Edison (after work with Dickson)

1894

Kinetoscope first used in New York City (London, Berlin, and Paris)

Edison

1895

First projector (to use with more than one person) invented

Lumiere brothers in France

Edison purchased another projector that was

Edison, Thomas

1896

invented to keep up with competition

Armat

1908

MPPC (Motion Picture Patents Company) was formed

Edison and 9 other producers

1911

First studio built in Hollywood

1912

15 studios in Hollywood

1915

Studios file antitrust suit against MPPC; the MPPC loses power

Paramount, Fox, Universal, MPPC

Activity 15: Part 1: Clarifying information in your notes, page 15

1. A patent is when a person owns the rights to make and sell an invention (that may or may not be hers/his)
2. New York City
3. There was a large labor market (a lot of willing workers)
4. Motion Picture Patents Company
5. London, Berlin, Paris

Activity 15: Part 2, Asking questions to clarify information in your notes, page 16

Activity 23: Identifying syllable number and stress, page 22

Variation: give them the answers and have students take turns pronouncing the words.

1. distribute [3-2]
2. aware [2-2]
3. regulate [3-1]
4. chronological [5-3]
5. guarantee [3-3]
6. depression [3-2]
7. criteria [4-2]
8. compete [2-2]
9. responsible [4-2]
10. audience [3-1]

Activity 24: Demonstrating how to take notes, page 23

Student notes will vary.

Activity 25: Responding to short answer questions, page 25

1. Women stopped wearing long dresses with high collars all the time. There were many movies made about drugs, prostitution, and murder.
2. Motion Picture Production Code

3. Words with sexual meanings; bedroom scenes with unmarried people, long kisses
4. 1966
5. \$25.000
6. This organization determined their own rules; they regulated themselves.
7. Content of movies was good for a wider audience; cheap form of entertainment during the Depression

Chapter 2; How'd They Do That?

Activity 1: Recognizing different word families, page 28

The following words should be circled in each sentence.

1. realistic 2. transform 3. technology, evolves 4. innovative

Activity 2: Predicting the pronunciation of words, page 29

1. effort (2-1) 2. graphic (2-1) 3. quantity (3-1) 4a. evolution (4-3) 4b. evolve (2-2)
- 5a. innovate (3-1) 5b. innovation (4-3) 6a. transformation (4-3) 6b. transform (2-2)
- 7a. technology (3-2) 7b. technological (5-3) 8a. reality (4-2) 8b. realistic (4-3)
9. instance(2-1) 10. engineer (3-3)

Activity 4: Understanding concepts from the reading, page 31

Many answers will vary since most are opinion questions. Be sure that students understand that there is a close relationship between the technological and creative aspects of computer animation.

Activity 5: Recognizing types of key words in sentences, page 32

2. Content words: organization, movie industry, MPA (Motion Picture Association), rating system

Classroom instruction words? :

Signal words: So, in 1966

3. Content words: ? (Classroom instruction words may be included as content words)

Classroom instruction words: 6 short answer questions; Monday's test; 90 minutes

Signal words? :

4. Content words: wireframes, created, animator, add, shading, characters

Classroom instruction words? :

Signal words: after, then

Activity 6: Writing down key words from lectures, page 34

The following words should be circled after listening to each sentence.

1. third step rendering
2. wireframe / wireframing
3. second=24 frames

Activity 7: Creating abbreviations for key content words, page 35

Answers may vary but encourage students to experiment and share ideas.

1. animat'r
2. wrfrme
3. technq
4. 3-D
5. spec. eff. or spec. FX
6. dgtl
7. trd'tion'l
8. manipul't'g

Activity 8: Writing down key words using abbreviations, page 35

Answers will vary due to different styles. A few examples follow.

1. CGI processes (computer-generated imagery) sim.trad'l anim. technqs.
2. Animt'r designs model w/l'nes & pts.in 3-D space
3. Tech. knowldg + creat. + artistc for animt'rs

Activity 9: Listening for signal words of process, page 36

The following should be circled in each sentence.

1. End
2. Beginning
3. Middle
4. Middle

Activity 10: Taking complete notes, pages 38-39

First part of sample notes provided here; student notes will vary.

Questions/Comments

Notes

What are some fields that use computer animation?

Why do movie directors use computer animation?

Examples of movies with computer animation

What is CGI ?

Uses for compage anim.

- airlines, military, med.,—use compage anim. for training purposes

•Architec.—to speed up designs

Compage anim. and media

•Movie drct'rs rely on compage animat'rs

o Enhance bkgd. scenery

o Create chrct'rs

•Successful movies with 3-D chrct'rs/machines

o Toy Story I, II, Jurassic Park, Star Wars, Bug's Life

CGI=computer-generated imagery

o ? pencils & paper/drawing board

o CGI saves time (days/hours ? weeks)

Activity 15: Pronouncing final –s, page 45

1. journalist's (/s/) articles (/z/) news(/z/)
2. Journalists (/s/) stories (/z/) departments (/s/)
3. presses (/lz/) pages (/lz/)
4. Printing's (/z/) changes (/lz/)

Chapter 3: Can You Hear Me Now?

Activity 1: Preparing for the content of a lecture, page 54

The Thinker sculpture=intrapersonal communication

satellite dish=mass communication

two people talking=interpersonal communication

Activity 2: Preparing for the content of a lecture, page 55

1. interpersonal
2. interpersonal
3. interpersonal
4. interpersonal
5. mass communication
6. mass communication

7. interpersonal
8. intrapersonal
9. intrapersonal / interpersonal
10. mass communication

Activity 3: Using a dictionary for stress and meaning, page 56

1. Answers provided in textbook.
2. a. verb b. transmittable c. #2 (The American Heritage Dictionary of the English Language, 4th edition, Houghton-Mifflin)
3. a. adjective b. elaborator c. #2 (The American Heritage Dictionary of the English Language, 4th edition, Houghton-Mifflin)

Activity 4: Predicting the pronunciation of content words, page 57

1. initiate [4-2] 1b. initiation [5-4]
2. destination [4-3]
3. elaborate [4-2] 3b. elaboration [5-4]
4. message [2-1]
5. transmission [3-2] 5b. transmit [2-2]
6. assumption [3-2] 6b. assume [2-2]
7. geographic [4-3]
8. recur [2-2]
9. emphasize [3-1]
10. economic [4-3]
11. mediate [3-1] 11b. mediation [4-3]
12. creativity [5-3] 12b. create [2-2]
13. collaborate [4-2] 13b. collaboration [5-4]

Activity 5: Predicting the focus of reading, page 57

1. The purpose is to give a brief introduction to three models of communication and show similarities and differences.
2. Three.
3. Laswell, Schramm, Shannon-Weaver

4. 1947 '1949 '1965 (based on copyright date of model)
5. Channel, source, destination, message
6. Shannon-Weaver

Activity 7: Showing understanding of the reading, page 61

(Answers will vary)

Possible sentences:

1. Both the Lasswell and the Shannon-weaver models show the linear aspect of communication.
2. Unlike the other two models, Schramm's includes an encoder and decoder.
3. Lasswell's and Shannon-Weaver's models are similar; however, the Shannon-Weaver model is a bit more technical.
4. Shannon-Weaver's model stresses how a message is sent whereas Schramm's model emphasizes the people have in common.

Activity 8: Recognizing signal words of comparison, page 62

1. difference
2. difference
3. difference
4. similarity
5. difference
6. difference
7. similarity
8. difference

Activity 9: Listening for signal words to draw charts, page 64

Mass Communication

Interpersonal Communication

Channel

=how message is sent

Choices of paths (media)

Print film

Econ. Infl (more

Face-face ? channel=voice

voice + nonverb. factrs. (e.g. touch, smell)

•\$more channels)

Activity 11: Recognizing content and function word stress, page 66

Words that should be underlined are indicated; student notes will vary.

1. Mass communication, on the other hand, is the production and distribution of an identical message to a very large and diverse audience using some sort of technology.
2. Encoding also takes place in mass communication messages
3. There is much less individual control in mass communication than in interpersonal

Activity 12: Connecting ideas from reading to lecture, page 67

Both questions and answers are included here.

1. Which two models are the most similar? (1st two)
2. Which model was designed with the image of the telephone in mind? (Shannon-Weaver)
3. What is the term for the "listener" in each model? (To whom? Destination)
4. Which model emphasizes the importance of a common experience for speakers? (Schramm's)
5. Which was the first model to deal with the concept of noise? (Shannon-Weaver)
6. What's an example of semantic noise? (someone's smile or perfume)
7. How can messages be encoded? (in writing, speaking, printing, or film)
8. What's the opposite of encoding? (decoding)

Activity 16: Working in productive study groups, page 72

1. E 2. I 3. I 4. E 5. E 6. I

Activity 18: Understanding short essay exam words, page 73

1. c 2. d 3. e 4. a 5. b

Activity 23: Recognizing appropriate language, page 77

1. Strengths: said name/time of course

Weaknesses: bad excuse, used nickname only, no closing (good-bye)

2. Strengths: takes responsibility; somewhat polite

Weaknesses: first name only; no class name/time; poor excuse for limited time; asks for call back without number; too much information; asks for appointment with limited options (that evening and next day)

3. Strengths: polite, leaves first and last name

Weaknesses: too much information, flattery

Activity 25: Responding to short essay questions, page 78

Answers will vary based on questions chosen from Activity 19.

Activity 26: Identifying syllables and stress patterns, page 78

1. distribution [3-4]
2. identical [4-2]
3. accurate [3-1]
4. individual [5-3]
5. minimize [3-1]
6. incompatibility [7-5]

Chapter 4 : Do We Watch TV for Free?

Activity 2: Understanding tables and charts, page 88

1. Table A; more higher populated cities on the east coast than on the west coast
2. Table D
3. Table C
4. WB
5. Radio
6. Daily circulation...newspapers depend on it more than any other revenue source...
7. Answers may vary

Activity 3: Recognizing and pronouncing numbers, page 89

1. \$ 302,631
2. 31,2 years old
3. 2,391,830
4. \$ 624,528
5. \$ 1,5 billion
6. Almost 15%.

Activity 4: Guessing meaning from context, page 90

1. impact=influence on people (EXAMPLE)
2. options=choices
3. segments=parts of the whole

4. a. Assessed=figured out b. Expenses=costs

5. Negotiated=agreed on; settled

6. Cooperative=sharing

7. disposable=extra money to spend

8. Comprise=make up; consist of

Activity 5: Identifying stress patterns in academic words, page 91

1. dispose [2-2] 2. advertise [3-1] 3. strategic [3-1] 4. popularity [5-3] 5. cooperate [4-2]

6. cooperation [5-4] 7. conserve [2-2] 8. conservation [4-2] 9. negotiate [4-2] 10. option [2-1] 11. comprise [2-2] 12. estimate [3-1]

Activity 6: Recognizing secondary stress patterns, page 92

1. profitability [6-4-1] 2. negotiation [5-4-2] 3. geographic [4-3-1] 4. similarity [5-3-1]

5. recognition [4-3-1] 6. estimation [4-3-1] 7. disposability [6-4-2] 8. popularity [5-3-1]

Activity 7: Organizing information with signal words of classification, pages 94-95

Answers will vary; sample answers follow.

1.

Commer. leng.

a. 30-sec.

b. 60-sec.

c. 90-sec.

2.

non-prog. mat.

a) commercials

b) public serv. anncemts

c) promotional“ “

d) station ids

3.

Viewer behav. (due to ? channels)

a. Zapping (during comm. or slow moment)

b. Zipping (fast forward w/ a tape

c. Surfing (finding smthg interesting)

4.

Major Netwrks

a. ABC

b. CBS

c. NBC

d. Fox

e. UPN

f. WB

Activity 8: Recognizing reference strategies in lectures, page 97

2. They=advertisers

3. It=magazine format

4. These=DMAs

5. This=helping local dealers pay for commercial time

6. The first, the second, the last=nonprogram material

Activity 9: Connecting ideas to the lecture, page 97

Answers may vary prior to the lecture; students will be interested in the accurate statistics/answers following the lecture.

1. False (30 seconds)

2. False (25% of programming is commercials)

3. True

4. False (fringe time)

5. True

6. False (this group spends more money than other demographic groups)

Activity 13: Confirming information about homework, page 101

1. What do you need to do first to start the assignment? (choose a TV program to watch; be ready to take notes)

2. What is the length of the program you need to watch? (30 minute)

3. What other information about the program do you need? (program/channel/time/day and whether it's a rerun or new episode)
4. What are the four categories of non-program material you need to watch for? (national/local/spot commercials; promotional announcement; station ID; PSA)
5. What are the three target audiences the instructor mentioned? Different ages (18 and under; 18-34; 35 and older)
6. How long does the report need to be? 1 page
7. Does it have to be typed? yes
8. What other questions do you have about the assignment? Answers may vary but should include: When is it due?

Activity 17: Getting complete assignments, page 106

1. a. F b. F c. T d. F
2. a. F b. F c. T d. T

Chapter 5 : Does Violence in the Media Make Us Violent?

Activity 2: Using context to learn the meanings of new words, page 112

1. e 2. a 3. f 4. d 5. b 6. h 7. g 8. c

Activity 3: Learning stress patterns, page 113

1. [2-2] 2. [2-4] 3. [1-2] 4. [1-2] 5. [1-2] 6. [2-4] 7. [1-2] 8. [1-3]
9. [2-3] 10. [1-3] 11. [2-3] 12. [2-3] 13. [3-4] 14. [2-4] 15. [2-4] 16. [2-2]

Activity 4: Finding word forms in the dictionary, page 114

Syllable-Stress

a. Distortion is a noun.

What's the verb? _____distort_____

b. Constant is an adjective.

What's the adverb? constantly

c. Exposure is a noun.

What's the verb? expose

d. Conclusion is a noun.

What's the verb? conclude

e. Interactive is an adjective.

What's the verb? interact

What's the noun? interaction

f. Virtual is an adjective.

What's the adverb? virtually

g. Investigate is a verb.

What's the noun (thing)? investigation

What's the noun (person)? investigator

h. Create is a verb.

What's the noun (person)? creator

What's the noun (thing)? creation

What's the adjective? creative

What's the adverb? creatively

[2-2] [1-3] [2-2] [2-2] [1-3] [3-4] [4-5] [2-5] [2-3] [2-3] [2-3] [2-4]

Activity 5: Predicting the main idea of a reading, page 115

The author is probably against the video game industry based on the title.

Activity 7: Scanning a text for specific information, page 117

1. d 2. a 3. f 4. b 5. e 6. c

Activity 8: Identifying different points of view in a reading, page 117

Supporting the Video Game Industry

Opposing the Video Game Industry

Hal Halpin

Doug Lowenstein

Dawn Berrie

David Walsh

Betty McCollum

Joseph Liebermann

Activity 9: Recognizing contrastive stress in responses, page 119

1. president

2. have

70,3 %

4. every

Activity 10: Recognizing signal words of cause and effect, page 121

2. Boys may learn to be disrespectful and abusive toward women (effect) / because of what they see in the media (cause)
3. Children's programming is a lot better than it used to be (effect) / as a result of the pressure put on by media and family organizations (cause)
4. Households that use the V-chip (cause) / are more likely to have better parental control over what children watch on TV (effect)
5. Watching violence in action movies (cause) / may lead to a release of aggression (effect)
6. Technology such as the V-chip and software to block websites has developed quickly over the past decade. (cause) Consequently, parents can better control what comes into their own houses. (effect)

Activity 11: Listening to signal words and taking notes, page 122

1. copying media/view viol. > unhealthy outcomes amg. youth
2. Ppl watch much TV vs. ppl watch less > see world as violent.
< overestimate chnc. of being involved in violence
3. Violnt vid. game expage > aggressive personality > an aggress. person more aggress.
4. poor educat. > poor parenting > child. aggress. & violent. beh.
5. tv viol. a child. watch > ? acceptable aggress. beh. becomes

Activity 14: Identifying the main ideas of a lecture, page 126

1. O 2. D 3. D 4. O 5. O 6. D 7. O 8. D

Activity 15: Connecting other information to the lecture, pages 127-128

- 1) 5 2) 6,8 3) 3 4) 5 5) 2 6) 1,4

Activity 16: Listening for tone and point of view, page 130

Student notes will vary.

1. opposing/fact
2. opposing/opinion
3. opposing/fact
4. opposing/fact

Activity 18: Recognizing "open" questions, page 133

1. Open (in what way)
2. Closed
3. Open (do you think...why or why not)?
4. Open (what)
5. Open (what)

Chapter 6: Are They Telling the Truth?

Activity 1: Identifying word forms and meanings, pages143-144

1. diverse / variety, different people
2. perceive / see, understand, pick up on
3. orientation / beginning session; welcome
4. response / answer
5. justify / give good reason for
6. motivation / drive; goal
7. pursue / follow; try to obtain
8. ethically / morally
9. deny / not admit
10. valid / good; available
11. detect / find
12. feasible / possible; practical

Activity 2: Learning the pronunciation of new words, page 145

1. diverse [2-1] or [2-2] 2. perceive [2-2] 3. ethical [3-1] 4. respond [2-2]
5. orientation [5-4] 6. bias [2-1] 7. validity [4-2] 8. ethnic [2-1]
9. denial [3-2] 10. pursuit [2-2] 11. detect [2-2] 12. justify [3-1]
13. motive [2-1] 14. feasible [3-2]

Activity 3: Preparing for a reading's content, page 146

1. a 2. b 3. c 4. b 5. a 6. d

Activity 7: Applying information from the reading, page 150

1. a & d
2. b
3. a
4. c

Activity 9: Identifying types of bias, page 152

1. Publisher should be fair in reporting the information about the two candidates and not give one candidate more coverage than the other.
2. The title “widow” is sexist if the similar term is not being used for men. It shows stereotyping.
3. The headline misrepresents the information. It makes it seem like 5% is not very much, but 5% for seven years is 35%.
4. The radio host is “imposing” his/her term on the listeners. Labels like this can show bias.
5. There may be some oversimplification (or undersimplification) of this event.

Activity 12: Identifying types of bias, page 154

1. Bias through placement
2. Bias through names and titles
3. Bias through statistics
4. Bias through word choice and tone
5. Bias through selection/omission

Activity 14: Adding notes to the syllabus description of a project, page 163

1. Yes
2. Exams
3. April 23
4. Two
5. No
5. “ F” on the assignment with no make-ups (i.e. position papers OR presentation)
7. No
8.